

KINGSTREE JUNIOR HIGH

710 Third Avenue
Kingstree, South Carolina 29556

GRADES 7-8 Middle School

ENROLLMENT 550 Students

PRINCIPAL Tarsha B. Staggers 843-355-6823

SUPERINTENDENT Kenneth Gardner, Ed.D. 843-355-5571

BOARD CHAIR Lucille Scott 843-382-8303

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	19	15

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

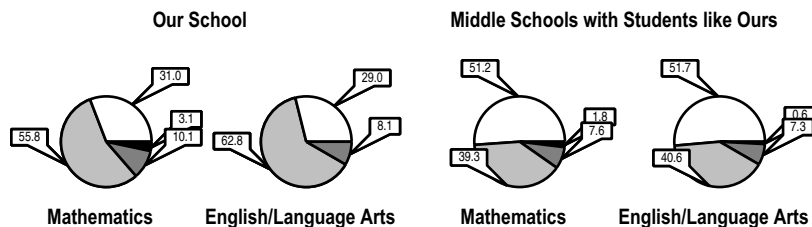
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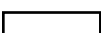
WWW.MYSCSCHOOLS.COM

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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	31	195	169
Percent satisfied with learning environment	83.3%	64.4%	86.7%
Percent satisfied with social and physical environment	82.1%	62.9%	78.0%
Percent satisfied with home-school relations	54.8%	89.6%	81.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	535	98.7	29.0	62.8	8.1	N/A	8.1	17.6
Gender								
Male	277	98.9	34.4	58.6	7.0	N/A	7.0	17.6
Female	258	98.4	23.5	67.1	9.4	N/A	9.4	17.6
Racial/Ethnic Group								
White	50	92.0	22.5	67.5	10.0	N/A	10.0	17.6
African-American	485	99.4	29.7	62.3	8.0	N/A	8.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	406	98.5	28.2	62.6	9.2	N/A	9.2	17.6
Disabled	129	99.2	35.1	64.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	535	98.7	31.3	59.8	9.0	N/A	9.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	535	98.7	30.5	60.5	9.0	N/A	9.0	17.6
Socio-Economic Status								
Subsidized meals	468	98.7	32.8	59.8	7.3	N/A	7.3	17.6
Full-pay meals	58	100.0	20.4	59.3	20.4	N/A	20.4	17.6

Mathematics								
All students	535	100.0	31.0	55.8	10.1	3.1	13.2	15.5
Gender								
Male	277	100.0	27.3	58.8	11.0	2.9	13.9	15.5
Female	258	100.0	34.9	52.5	9.2	3.4	12.6	15.5
Racial/Ethnic Group								
White	50	100.0	23.3	60.5	14.0	2.3	16.3	15.5
African-American	485	100.0	31.8	55.2	9.8	3.2	13.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	406	100.0	30.7	54.3	11.5	3.5	15.0	15.5
Disabled	129	100.0	33.3	66.7	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	535	100.0	33.2	52.3	11.1	3.4	14.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	535	100.0	33.1	52.3	11.2	3.4	14.6	15.5
Socio-Economic Status								
Subsidized meals	468	100.0	34.5	52.8	9.8	2.8	12.7	15.5
Full-pay meals	58	100.0	24.1	48.1	20.4	7.4	27.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	315	N/A	39.5	52.1	8.4	N/A	8.4
	Grade 8	241	N/A	49.8	42.2	6.7	1.3	8.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	256	98.4	26.0	63.4	10.6	N/A	10.6
	Grade 8	279	98.9	31.7	62.3	6.0	N/A	6.0

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	315	N/A	61.5	27.7	7.0	3.8	10.8
	Grade 8	241	N/A	48.2	42.5	6.6	2.7	9.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	256	100.0	31.7	51.3	12.6	4.3	17.0
	Grade 8	279	100.0	30.3	59.8	7.9	2.0	9.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 550)				
Students enrolled in high school credit courses (grades 7 & 8)	5.5%	No change	7.2%	14.4%
Retention rate	8.7%	Down from 9.3%	3.6%	2.3%
Attendance rate	93.1%	Down from 93.9%	94.5%	95.2%
Eligible for gifted and talented	5.6%	Up from 4.3%	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	22.7%	Down from 25.8%	16.6%	14.1%
Older than usual for grade	12.4%	Up from 10.7%	10.0%	4.9%
Suspended or expelled	0.5%	Down from 0.9%	1.4%	1.3%
Annual dropout rate	0.0%	Down from 0.6%	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	40.6%	Down from 41.9%	42.9%	47.1%
Continuing contract teachers	59.4%	Up from 54.8%	70.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	72.9%	Down from 77.4%	74.7%	84.3%
Teacher attendance rate	94.9%	Up from 92.9%	94.6%	95.0%
Average teacher salary	\$36,607	Down 1.5%	\$38,567	\$39,924
Prof. development days/teacher	9.4 days	Up from 5.0 days	11.6 days	10.7 days

School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio	22.3 to 1	Up from 21.7 to 1	18.2 to 1	21.0 to 1
Prime instructional time	86.3%	Up from 85.3%	86.3%	88.9%
Dollars spent per pupil*	\$4,828	Down 8.2%	\$6,979	\$5,854
Percent spent on teacher salaries*	65.3%	Up from 64.9%	58.9%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.1%	Up from 72.7%	88.1%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Kingstree Junior High School, a Title I school-wide school, houses the largest number of seventh and eighth grade students in Williamsburg County. It is under the current leadership of Tarsha B. Staggers, Principal, and Nathaniel Nelson, Assistant Principal.

Our targeted goals focus on implementing a standards-driven curriculum, improving standardized test scores, and improving school climate. These goals will become reality through the use of knowledgeable consultants, in-house departmental meetings and planning teams, appropriate staff development, incentives, and support from administration, parents, students, and colleagues.

The students of Kingstree Junior High School are exposed to many special programs and challenging activities and strategies. We are continuing to run an after school program focusing not only on academic skills, but also recreation, fine arts, and health. All of our students are given the chance to enhance their computer skills in addition to reinforcing classroom concepts in the NCS Lab. All seventh grade students are scheduled into state of the art Keyboarding classes. Eighth grade students are given the opportunity to explore career options and choices through a Career Education class. Another highlight for eighth grade students is the possibility of being selected for Pro Team, a program that encourages exemplary students to attend college and consider education as a career. Many students of KJHS will also receive the benefit of a PLATO Lab designed to strengthen classroom instruction and reinforce the curriculum standards.

Several other programs support our students and parents. The first is the use of the Premier Agenda Program, which provides students with a daily outline of activities and an outlet for teachers and parents to regularly check on their progress. The Parenting Center also serves as a vital link between students, parents, and teachers. We also have the privilege of housing a School Resource Officer and a School-Based Counselor.

KJHS also boasts a well-rounded athletic program, focusing on sportsmanship, teamwork, cooperation, and exemplary conduct. We are implementing many new programs and incentives for students and teachers and refining some of our older programs to keep in tune with our changing needs. Our primary focus is in line with the theme of the school: "Leaving a Trail of Excellence."

Tarsha B. Staggers, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.